DOCUMENT RESUME

ED 321 191 CG 022 632

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TITLE The Relationship between Parental Involvement and Academic Achievement of High School Students.
PUB DATE 88
NOTE 48p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Achievement; Correlation; High School Graduates; High Schools; *High School Students; Parent Aspiration; Parent Attitudes; Parent Background; Parent Child Relationship; *Parent Influence; *Parent Participation; *Parent Student Relationship

ABSTRACT

This study investigated parents' perception of their involvement in the academic achievement of a select group of 56 high school graduates from the Klein School District in Spring, Texas. A 13-item multiple-choice questionnaire was distributed to the parents consisting of two parts: the first assessing background information of the respondents and their children, and the second related to parents' perceptions of the help they have given to their children in academic tasks. Data, analyzed using the Pearson Correlation Coefficient, indicated that there was no significant correlation between parental involvement and students' academic success, that most parents expected their child to perform at an above average range, and that formal schooling of parents was not a prerequisite to assisting students with assignments. Tables are provided and discussed, showing: (1) Pearson's product moment correlation on the background information; (2) sex of family members completing questionnaire; (3) sex of 1989 high school graduates; (4) educational level of respondents; (5) individual(s) with whom child lived; (6) marital status of respondents; (7) combined annual salary of respondents; (8) level of employment of respondents; (9) expectations of child's academic performance; and (10) level of difficulty in helping child. Four recommendations are presented based on findings, and the questionnaire is appended, along with a bibliography of 20 items. (TE)

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THE RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS

Irvina E. Sealover

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CHAPTER I

Introduction

Lack of academic achievement among our high school youth has been a focus of national concern. A 1983 report by the National Commission on Excellence in Education stated 13% of our 17 year olds were functionally illiterate. It also presented data reporting that The Scholastic Aptitude Test scores had declined from 1963-80. A likely contributor to the problem may be a lack of parental involvement with the student's academic work.

Parental involvement will be defined to mean the parents' direct involvement with their student's academic assignments. The perceptions of parental involvement will be measured by the number of hours per month the parents perceive themselves as helping their child with academic assignments.

Research studies have generally been conducted at the elementary school level to assess parental influences on academic success. Some studies were designed to determine the relationship between parents' direct involvement in reading, math or homework as

related to the child's academic success. Other studies have used observational techniques to explore parent-child interactions as related to school performance. Parents pursuing academic courses with their child have been studied at both the elementary and middle school level.

Parental involvement with academic achievement at the high school level has been measured by questionnaires administered to the student. The questionnaires pertained to the student's perception of the family's attitudes, concerns or encouragement and its influence on his or her school achievement.

The majority of the studies reviewed focused on parents participation with the child's academic success at the elementary school level or the student's perception of parental involvement at the high school level. There would appear to be a need for investigation into the parents' perception of their involvement as related to the student's academic success.

Statement of the Problem

This study is to investigate parental involvement in the academic achievement of a select group of high

school graduates.

Significance of the Problem

Most research studies administered at the high school grade level, have been questionnaires responded to by the student. These studies have focused on the student's perception of the help given by the parent in relation to academic success. This study is unique in that it focuses on the parents' involvement in academic endeavors as perceived by the parents. This research study investigates whether a relationship exists between the child's GPA and parental involvement in academic assignments.

Hypothesis

The researcher hypothesizes that there is no significant relationship between parental involvement in the academic achievement of a select group of high school graduates.

Delimitation of the Study

The delimitation of the research is limited to parents of 1989 graduated seniors from a high school in the Klein School District in Spring, Texas.

Definition of Terms

1. Parents' perceived involvement This term will be defined to mean the direct involvement with school related work and will be measured in hours per month.

2. GPA Grade point average.

Overview of Chapters

This study consists of five chapters. Introductory literature is provided in Chapter I. Existing studies relative to what has been investigated concerning parental involvement with children's academic achievement including the research methology followed will be discusssed in Chapter II. The methology and description of the instrument used in this study will be provided in Chapter III. This will include a description of the group and procedures for the

research. Chapter IV will present the statistical analysis of the data and the findings. The summary and conclusions will be addressed in the final chapter. Any recommendations derived from the study will be listed.

Chapter II

Review of Literature

As public interest in students' lack of learning in school has increased, so has the attention of the media. One of the results of this interest has been an increase in literature, official reports and legislation related to academic performance. Due to the increase in searching for the causes of students' lack of academic achievement, certain research has been focused on parental involvement as a possible contributor.

Research has been conducted in accordance with the researcher's definition of the term parental involvement. Parental involvement has been defined as parental perception, parental influence, parental encouragement, home support and parent-child relationships.

Much has been said about the importance of parental perceptions. One such study conducted by Singh (1987) looked at parents' unfavorable perceptions about creative children. The study involved parents' responses to a questionnaire describing characteristics

they felt were most desirable and would want their child to possess. These were not the same characteristics that experts who had done extensive research regarding personality characteristics of creative children perceived.

The perceptions of the parent concerning his child influences the child's perceptions about himself. While several studies have been conducted concerning parental perceptions, Phillips (1987) focused his research on parental perceptions of the child and its direct relation to academic achievement. The results of the study vertified that very competent children did not perform successfully in academic tasks, if they perceived themselves to be academically incompetent. The child's perception of his ability was in direct relationship to his parents' view of that ability even though it may not reflect his true academic capabilities.

Further findings by Parson, Adler, and Kaezala (1982) also support the findings that the way the child perceives himself and his ability is directly related to the parents' perceptions. Their study was designed for the purposes of determining the influence

of parents on the academic expectancies of the child and his own concepts of ability. Results of a study by Seyfarth, Hill, Orelove, McMillan, and Wehman (1987) were in agreement with Parson et al. in that parents' educational aspirations for their child were influenced by their beliefs concerning the child's abilities.

Recent studies have looked at direct parental involvement in the child's educational success. Heller, Padilla, Hertel, and Olstad (1988) along with Arbuckle and MacKinnon (1988) felt that involvement in an academic course with the child would result in increased learning. Heller et al. conducted their research with middle school children taking a technical course with a parent. The results did not show any significant difference between parent-child or peer-child learning. The researchers felt this was due to the motivational level of these children as they volunteered for the course. They felt that the study should be replicated either with low-motivated students or less appealing course content. Even though the study did not support their expectations, the authors felt that the parent-child interaction was still an important factor influencing academic success. Looking

into the function of the parent-child interaction and its relationship to academic achievement was the basis for research conducted by Arbuckle and MacKinnon (1988). The mother-child relationship was explored in this study. The mother acted as the tutor for her first grade ch ld in a simple application of a computer program. Results indicated that there was a direct relationship between the child's academic achievement and the parent-child interaction.

The magnitude of the parent-child interactions, whether positive or negative, influences the academic achievement of the child.(Metcalf & Gaier 1987) The role of the parents, whether directly involved with academic tasks or perceived as being involved with these tasks, tends to have an impact on the student's performance in school related tasks. Parental indifference towards grades results in students ceasing to succeed. An outcome from a study by Metcalf and Gavier (1987) pointed out a parallel between parental indifference towards grades and the negative effect it has on student performance.

The positive outcomes from involving the parent in the educational program with their child has led to the

implementation of programs using this interaction. Homstad (1988) has involved parents in Spanish classes with their child as a means of enhancing academic success. A program devised by Crawford (1985) involves the parent in the improvement of the child's reading skills. Both programs have produced positive results due to the parental support and encouragement provided the student.

Considerable research has centered around involving the parent directly in the child's education both within and outside of the school setting. It has been the contention of authors that improved academic success of the child is the result of this interaction (Watson 1983). Data analyzed from questionnaires supported research concerning the direct positive effects of parental involvement. From the results of his study, Watson stated that parents need to take an active role in their child's learning and need to offer encouragement. Jowett and Baginsky (1988) were also in agreement that the involvement of the parents in the child's academic tasks led to academic success.

Parental involvement being defined as contact with the teacher, participation at the school or involvement

with school related activities was the subject of research by Cone, Delawyer, and Wolfe (1985). The research involved a questionnaire responsed to by teachers. The teachers were to assess the involvement of the parents with their child's education. Teachers did not perceive the parent as being highly involved in the child's academic program.

Literature indicates that questionnaires have been used at the high school level to determine the extent of parental involvement on achievement. In a study by Marjorebanks (1987) questionnaires were used to solicit information concerning the child's perception of his parents' influence on educational aspirations. This study centered on 16-year-old students' perceptions. The parental involvement included encouragement towards and general interest in their child's education. The results of the study revealed that the child's perceived support from his parents had strong associations with his educational success.

It would appear that support from the parent is a contributing factor to academic achievement. Leung, Wright and Foster (1987) also commented on the concern and encouragement by parents and its contribution to

outstanding gains in school achievement. Using questionnaires with 11th and 12th grade students, the study focused on the student's perception of the academic guidance and support given by his parents.

Additional support of the positive effects of parental interest and involvement in children's education was the findings of Fehrmann, Keith, and Reimes (1987). Their study was conducted through the use of questionnaires which were administered to high school seniors. Fehrmann, et al. point out, though, that parental involvement tends to be more stable at the elementary level.

Bristor (1987) pointed out in his article, "But I'm Not a Teacher", that parents have always been teachers with their children. When the child was young the parents taught him to walk, talk, sit, etc. Parents may not be aware of the impact they have in their child's educational success.

Direct parental involvement tends to be centered around the child's early years in school. Most studies concerning parental involvement in the way of monitoring courses, tutoring, or direct work with the child, involved the elementary level student. Most of

the authors reported similar findings about the importance of parental involvement to the academic success of the child. Research concerning the high school student was generally administered through questionnaires assessing the student's perceptions of his parents' involvement. The general guidance and support by the parent as assessed by the parent is an area that may require additional research.

CHAPTER III

Design of the Study

Introduction

Academic achievement of our youth is a current topic of conversation not only with educators but in the media. Because of this concern at all levels of our society, solutions are being sought along all possible variables. Parental involvement in student's academic work is one of those variables being pursued.

Information pertinent to the research will be described in this chapter. This includes the procedure used in the investigation, the instrument used for gathering data, the sources and nature of the data and the plan for analysis of the data.

Procedure

The research tool is a questionnaire. The questionnaire is to be self-administered by parents of 1989 graduates from Klein Oak High School. Fifty-six of the parents from the 563 graduates are to be systematically selected to participate in the study.

The questionnaire will contain background information and questions pertaining to parental

perceptions of involvement and academic achievement.

During the week of July 22,1989, content validity will be established by having senior high school teachers review the questionnaire to assure that the instrument is measuring what it is stated to measure.

Once content validity has been established, then a field test of the questionnaire will be administered for the purpose of determining reliability. The subjects for the field test will be parents of 1989 graduated seniors from Klein Oak High School who are not a part of the sample. The split-half method will be used to determine reliability. If any revisions of the document need to be made then the revised document will reflect those.

There will be a personal distribution of the instrument. It is felt that this serves as a prompt means of collecting data. It is chosen over mail delivery as it allows for clarification and answering of questions if required.

After the data is collected, it will be tallied according to each response. The results of the tally will be presented in the form of percentages and the Pearson r.

Population Selection

The population for this investigation is to be selected from the parental population of 563, 1989 graduates from Klein Oak High School. The school is located in Spring, Texas and is one of three high schools in the Klein Independent School District.

Sample Size

Subjects for the study will consist of fifty-six parents from the 1989 graduates of Klein High School. The parents will be selected using systematic sampling, choosing every 10th name from the list of graduates.

Instrument Design

The instrument used in this study is a questionnaire compiled by the researcher. The instrument is designed to elicit background information and the parents' perceptions concerning the amount of time spent helping their child in his academic endeavors. The material for the instrument will be compiled from concepts presented in the revelant literature regarding parental perceptions and academic achievement.

The background information pertaining to marital status, income level, employment status, etc. will be in the first section of the questionnaire. The second part of the questionnaire will pose questions regarding number of approximate hours per month spent helping the student and the difficulty level it may have presented to the parent.

Content validity will be used to determine whether the instrument measured what it was purported to measure according to Gay (1981).

Reliability will be determined by field testing, using ten students' parents not involved in the study but from the population of 1989 graduates'parents. The split-half method for determining reliability will be ultilized with the field test sample.

Description of the Instrument

The research instrument will be a questionnaire designed to gather responses generated from parents of 1989 graduates from Klein Oak High School. A questionnaire will be developed to secure data concerning the relationship between parental involvement and academic achievement of their graduated

children (See Appendix A).

The questionnaire will consist of 13 items. Several questions for which an available choice does not apply, space will be given to the respondent for a write-in choice. The choices for all other questions will be selected for their relevance to the study. The respondents will be instructed to make their choice from the available responses, to best reflect their answers to the question.

The instrument is divided into two sections. The first concerned background information of the respondents and their children and the second section is related to the parents' perceptions of the help given by them to their children regarding academic tasks.

Treatment of Data

During the week of July 22,1989 the questionnaires will be personally delivered to the sample population. Questionnaires will be picked up on July 29th and 30th.

Two sets of tally sheets are devised to record all information. The first tally sheet is concerned with background information. The second tally sheet is used

for those parents responding to questions concerning the help given their students with academic assignments. A table is included to depict the total number of respondents for all items on the questionnaire (See Table 1).

All demographic information will to be assessed in the form of percentages. The Pearson r will be used to see if there was a relationship between approximately hours of parental help and students' GPA.

CHAPTER IV

Analysis of Data and Findings

Introduction

The purpose of this research was to investigate and report the relationship between parental involvement and academic achievement of high school students. The sample consisted of parents of 1989 graduates of Klein Oak High School. The instrument used to obtain the date for the research was a questionnaire designed by the researcher. The following hypothesis was tested: There is no significant relationship between parental involvement and academic achievement.

Analysis

The data generated from the questionnaires, which were self-administered by parents of 1989 graduates, were assessed as percentages of the total sample or analyzed using the Pearson Correlation Coefficient (Pearson r). The results of the analysis of the data are as follows:

The Pearson Correlation Coefficient was selected to examine the relationship between parental

involvement in the academic endeavors of their child as measured by the GPA. The correlation coefficient was considered to be significant at a .05 level with the Degrees of Freedom at 54. The Pearson r was found to be .26. When analyzed, .26 was the level of comfort at .05. Both the Pearson r and the level of comfort were equal. The null hypothesis that there is no significant relationship between parental involvement and academic achievement is retained. The correlation coefficient of .26 indicated that there was no relationship between parental involvement and the student's academic success (See Table 1).

TABLE 1

PEARSON'S PRODUCT MOMENT CORRELATION

STATISTIC	VALUE
NO. OF PAIRS OF SCORES	56
SUM OF SCORES ON "X'	175.00
SUM OF SCORES ON 'Y'	192.80
SUM OF SQUARED SCORES ON "X"	1296.00
SUM OF SQUARED SCORES ON "Y"	681.00
MEAN OF "X" SCORES	3.13
MEAN OF "Y" SCORES	3.44
SUM OF "X" x "Y"	634.04
PEARSON'S r	0.26
DEGREES OF FREEDOM	54

The first section of the questionnaire was concerned with background information concerning the parent and the child. The questionnaire was completed by 45 females comprising 80% of the sample. Males completing the questionnaire represented 20 % (n=11). From the data there were 4 times as many female respondents as males (See Table 2).

TABLE 2

FAMILY MEMBER COMPLETING QUESTIONNAIRE

FAMILY MEMBER	NUMBER	% OF RESPONDENTS
MALE	11	20%
FEMALE	45	80%
TOTAL	56	100%

By looking at the responses generated from the parents of 1989 graduates as seen in Table 3, 41% had male children while 59% had females.

TABLE 3

SEX OF 1989 HIGH SCHOOL GRADUATE

SEX	NUMBER	% RESPONDENTS
MALE	23	41%
FEMALE	33	59%
TOTAL	56	100%

The educational level of the parents was either college graduate (66% n=37) or high school level (34%

n=19). There were no responses at the middle school or elementary level (See Table 4).

TABLE 4

EDUCATIONAL LEVEL OF RESPONDENTS

EDUCATIONAL LEVEL	NUMBER	% OF RESPONDENTS
ELEMENTARY	0	0%
MIDDLE SCHOOL	0	0%
HIGH SCHOOL	19	34%
COLLEGE	37	66%
TOTAL	56	100%

Table 5 information delineates that the majority of the students lived with both natural parents, 77% or 43 students, 18% living with their natural mother (n=10), 3% living with their natural father (n=2) and the remaining 2% (n=1) living with adopted parents (See Table 5).

TABLE 5

INDIVIDUAL WITH WHOM CHILD LIVED

INDIVIDUAL	NUMBER	% OF RESPONDENTS
BOTH NATURAL PARENTS	43	77%
NATURAL MOTHER	10	18%
NATURAL FATHER	2	3%
OTHER		
ADOPTED PARENTS	1	2%
TOTAL	56	100%

Although many students were living with either natural mother, natural father or both, the researcher was interested in obtaining information as to whether there was an intact family grouping containing both a mother and a father. Table 6 provided information showing single parent (0%), divorced (4% n=2), widowed (9% n=5), or married (87% n=49). From the statistics, the majority of the students came from intact families (See Table 6).

TABLE 6

MARITAL STATUS OF RESPONDENTS

MARITAL STATUS	NUMBER	% OF RESPONDENTS
SINGLE	0	0%
MARRIED	49	87%
DIVORCED	2	4%
WIDOWED	5	9%
Total	56	100%

The income level of the individuals was not given by all respondents to the questionnaire. From the 50 responses received, the mode income level was the over $65,000 item. There were 36 responses at this level. The information showed 2 individuals or 4% indicating under $25,000; 2 individuals or 4% in the $25,000-$35,000 range; 2 individuals or 4% in the $35,000-$45,000 range; 3 individuals or 6% in the $45,000-$55,000 range; 5 individuals or 10% at the $55,000-$65,000 range and 36 or 72% in the over $65,000 range (See Table 7).

TABLE 7

COMBINED ANNUAL SALARY OF RESPONDENTS

SALARY LEVEL	NUMBER	% OF RESPONDENTS
UNDER $25,000	2	4%
$25,000-$35,000	2	4%
$35,000-$45,000	2	4%
$45,000-$55,000	3	6%
$55,000-$65,000	5	10%
OVER $65,000	36	72%
TOTAL	50	100%

Employment levels for both male and female respondents are depicted in Table 8. The researcher felt that there may an interest by readers in knowing how many female parents were employed outside the home. From the data collected, 74% mothers were employed outside the home on either a full time or part time basis. Additionally, employed females showed 49% full time and 25% part time. The male respondents were employed either full time (89% n=8) or part time (11% n=1). The number of unemployed respondents was 21% or

12 females and 0 males. There were no responses to the retired item (See Table 8).

TABLE 8

LEVEL OF EMPLOYMENT OF RESPONDENTS

LEVEL OF EMPLOYMENT	NUMBER	% OF RESPONDENTS
FULL TIME		
MALE	8	14%
FEMALE	23	41%
PART TIME		
MALE	1	2%
FEMALE	12	21%
UNEMPLOYED		
MALE	0	0%
FEMALE	12	21%
RETIRED		
MALE	0	0%
FEMALE	0	0%
TOTAL	56	100%

The question of expectations of child's academic performance at school showed that the majority of the parents expected their child to perform either at the above average level showing 52% (n=29) or at an honors level with 30% (n=17). It appeared from the data that parents do expect their student to show at least average performance in school as there were only 2 respondents at the below average level indicating 4% and only 14% at the average level (n=8) (See Table 9).

TABLE 9

EXPECTATIONS OF CHILD'S ACADEMIC PERFORMANCE

PERFORMANCE LEVEL	NUMBER	% OF RESPONDENTS
BELOW AVERAGE	2	4%
AVERAGE	8	14%
ABOVE AVERAGE	29	52%
HONORS	17	30%
TOTAL	56	100%

For the query as to whether the parent assisted their child with academic assignments, the number of

parents who helped were 41 or 73%. The parents who did not assist their students amounted to 27% or 15.

Of the parents who did contribute help to their child, 13 found it very easy, while 15 found it somewhat easy, 13 found it somewhat difficult and there were no responses to the item indicating that it very was difficult (See Table 10).

TABLE 10

LEVEL OF DIFFICULTY IN HELPING CHILD

DIFFICULTY LEVEL	NUMBER	% OF RESPONDENTS
VERY EASY	13	32%
SOMEWHAT EASY	15	36%
SOMEWHAT DIFFICULT	13	32%
VERY DIFFICULT	0	0%
TOTAL	41	100%

The choices for respondents as to how parents acquired the knowledge or skills needed to assist their child with academic assignments resulted in the majority of parents selecting both choices, formal

schooling and life experience. This group represented 61% or 25 respondents. The percentages on the choice of formal schooling only was 22% while life experiences accounted for 17% .

The average number of hours (mean) for helping students was 3.14. The average GPA of the students was 3.44.

CHAPTER V

Summary, Conclusions and Recommendations

Summary

The study was designed to investigate the relationship between parental involvement and academic achievement of high school students. The sample for this investigation consisted of parents of 1989 graduates from Klein Oak High School

From the review of related literature, the researcher observed that information pertaining to parental involvement was in the form of questionnaires administered to students. The researcher felt that it may be more relevant if parents answered questions pertaining to their participation with their student in academic tasks.

A researcher designed questionnaire was utilized to provide data. Major areas addressed in the questionnaire were: perceived amount of time spent per month assisting the student; the level of difficulty in providing this assistance; and the area where this knowledge was acquired in order to provide the help.

The Pearson Correlation Coefficient (Pearson r)

was used for statistical analysis. Background information on the parents was assessed by percentages.

The results of the Pearson r indicated that there was no relationship between parental assistance as measured by perceived hours per month and the child's academic achievement as measured by GPA. The researcher retains the hypothesis that there is no relationship between parental involvement and academic achievement.

Major Findings

The purpose of this study was to investigate the relationship between parental involvement and students academic achievement. Having conducted the study, the researcher presents the following as major findings:

1. There is no relationship between parental involvement and the student's academic success.

2. Most parents expect their child to perform at an above average range in school performance.

3. Formal schooling is not a prerequisite to assisting students with academic assignments. Of the responses to item 4 in Section II, 17% felt that life experiences alone helped them while 61% felt that it was a combination of formal schooling and life

experiences.

Conclusions

The hypothesis: There is no relationship between parental involvement and academic achievement of a select group of high school students is retained. It is concluded that parents assisting their students with academic tasks do not influence their child's GPA. This appears to be a contradiction to research involving high school students' perceptions of their parents' involvement in their academic endeavors.

Of the 56 parents involved in this study 15 participants or 27% indicated that they spent no time assisting their child. Two parents responding to the questionnaire noted that the child's attitude may determine the assistance given. It may not be a matter of the parent not wanting to participate in his child's academic endeavors but a matter of the child not wanting to receive this assistance.

Recommendation

As I conducted this study, other issues came to mind that would point out directions for additional

research.

1. Determining if there is a relationship between parental income, parental involvement and GPA.

2. Conduct a four year study, starting at 9th grade with a pre-established number of students' parents from several high schools and record the amount of time perceived by parents each month as assisting their student and the student's GPA.

3. Due to responses from parents, include in Section I, item 3 to indicate educational level of some college.

4. As the majority of parents expect their child to perform at the academic level of above average, replicate the study using only parents with a high school educational level to investigate the relationship between parental involvement and academic achievement.

APPENDIX

Questionnaire

PARENTAL INVOLVEMENT AND ACADEMIC ACHIEVEMENT

Aa part of my work toward fulfilling the requirements for a Master's Degree in Education, I am undertaking a survey of parental involvement and the academic success of the student. Your answers to the questions will be most helpful and will be greatly appreciated.

QUESTIONNAIRE

Section I - Background Information

1. Indicate the family member completing the questionnaire. (check)

   MALE_____

   FEMALE_____

2. Indicate the sex of the 1989 high school graduate. (check)

   Male_____

   Female_____

3. Indicate your educational level. (check)

   Elementary_____

   Middle School_____

   High School_____

   College Graduate_____

4. Indicate with whom the child lived during his high school years. (check)

   Both natural parents_____

   Natural mother_____

   Natural father_____

   Other (please specify)_____

5. Indicate your combined annual income. (check)

under $25,000 _____

$25,000-$35,000 _____

$35,000-$45,000 _____

$45,000-$55,000 _____

$55,000-65,000 _____

over $65,000 _____

6. Indicate your expectations of your child's academic performance in school. (check)

Below average_____

Average_____

Above average_____

Honors_____

7. Indicate your student's GPA_____.

8. Indicate your level of employment. (check)

Full time_____

Part time_____

Unemployed_____

Retired_____

9. Indicate your marital status. (check)

Single_____

Married_____

Divorced_____

Widowed_____

Section II

1. Indicate if you helped your child with academic assignments.

   (check)

   Yes_____

   No_____

   If your answer was NO, then you are finished with the questionnaire. Thank you for your support.

   If your answer was YES, please continue with the questionnaire.

2. There are various ways that you can help your child with academic assignments. Some of these activities might include: proof reading reports, explaining math computations, helping to write reports or reviewing with your child for a test.

   Indicate how many hours per month you spent doing the previously mentioned or similar activities._____

3. Some parents find it easy to help children while others find it difficult.

   Indicate the answer that best describes your feelings when helping your child with academic assignments.

   Very easy_____

   Somewhat easy_____

   Somewhat difficult_____

   Very difficult_____

4. Indicate how you acquired the knowledge or skill needed to assist you child with academic assignment. (check)

Formal schooling_____

Life experience_____

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BIBLIOGRAPHY

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